DOCUMENT RESUME

ED 073 499 CS 500 165

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TITLE The Evanston Township High School Speech Arts Department.
PUB DATE Dec 72
NOTE 12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Career Education; *Cocurricular Activities; *Departments; Interdisciplinary Approach; *Program Content; Program Development; *Secondary Grades; Speaking Activities; *Speech Curriculum

ABSTRACT

The basic goal of the speech department at Evanston Township High School is to provide opportunities for each student to develop his innate talents and creativity and to develop means by which he may effectively communicate. The department offers twelve courses in the areas of speech communication, oral interpretation, radio-television, and theatre. Cocurricular activities include major theatre productions, experimental productions, oral interpretation showcases, and debate and forensics programs. Future goals for improving instruction are: (1) expansion of a pilot program in communications for the educationally disadvantaged; (2) further investigation and implementation of interdisciplinary courses; and (3) further investigation of current emphasis on career education in the speech arts. The report concludes with a list of course descriptions. (Author/RN)

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The Evanston Township High School Speech Arts Department

by

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The BTHS Speech Arts Department

In rereading my invitation from Judd Newcomb to discuss the B.T.H.S. Speech Arts Department, I was rather amazed to discover how much information he wished me to disseminate in five minutes' time. I was even more chagrined when I discovered that the completed abstract as published, when read aloud, took approximately four minutes. It was at this point that I decided that this literate audience could read the abstract and examine some of the hand-outs to get a basic picture, that I could present cryptically specific information that had been requested; including present department innovations and future goals, which is where the real action lies; and that maybe, just maybe, there would then be time for questions.

So here goes: The department as it exists.....cryptically.

PHILOSOPHY. Process oriented. Student development through continuous self-evaluation and performance. Basically, we exist as a separate department because the philosophies of the school and community embrace the importance of the arts. Sometimes we have to remind them, but most of the time they recall that fact themselves.

NUMBER OF STUDENTS. Approximately 725 out of a student body of 4800. (Our courses are all electives; no speech arts course is required of every student.)

TEXTBOOKS. Not any.....well hardly any. Courses are taught with the aid of classroom libraries and course guides developed by members of the faculty.

FACILITIES. Good. TV studios are especially excellent. The school has a large auditorium, but our pride and joy is the "Upstairs Theatre," thrust stage and all, built by students in a converted cafeteria-social hall.

FACULTY. Pardon my fractions, please!

1 3/5 teacher specialists in radio-television

1 2/5 teacher specialists in oral interpretation

2 1/5 teacher specialists in speech-communications

3 teacher specialists in theatre (including tech. theatre)

and me.

BUDGET. Adequate at this time, except for capital outlay. Most expensive items: interscholastic debate and forensics programs. 'Nuff said.

As for the Curricular Program, you have been given a flow chart of the twelve courses offered. There are also available a few brochures containing more detailed descriptions of specific courses should you desire more information. The offerings are sequential in scope, ranging from Freshman Speech Arts, one of the five exploratory arts from which an ETHS freshman must make an election, to Self-Directed Projects in Speech Arts, a course in which the student develops his own program of study and learning goals, as well as a method for achieving them.

The Co-Curricular Programs are considered extensions of the curriculum. As well as active programs in interscholastic debate and forensics, the department provides performance opportunities in five "major" productions, three of these plays being presented in repertory during the annual Festival of the Performing Arts. In addition, students perform in self-directed project plays, in oral interpretation showcases, and Theatre 65 sponsored Children's Theatre touring troup productions. From September to June, opportunities for students to perform are always available.

Now let us examine briefly the department's present and future programs. First of all, WE ARE PLEASED with the minicourse approach, both within curricular

offerings and without. This is our fourth year of offering non-credit mini-courses. Over 250 students have "graduated" from our stage make-up course; while this year our most popular offering has been a before-school seminar in theatre appreciation, which included guest critics and artists and culminated in a field trip to Godspell. In Freshman Speech Arts, during the last two weeks of each quarter a student may choose from a number of mini-courses offerings ranging from "Stage Falls and Faints" to "Ventriloquism." (Students in speech education courses at Northwestern University have joined us in this venture.)

WE ARE ALSO PLEASED with the in-school field trip productions of the classics, performed in cooperation with the English Department. This year's play: William Shakespeare's Julius Caesar.

WE ARE PLEASED, TOO, with the speech-communications courses which were substituted for "Public Speaking" three years ago. Enrollment in these courses show a steady increase.

WE ARE PLEASED with our relationship with the State of Illinois' Gifted Program under the leadership of Wallace Smith. With three other schools, we are aiding Mr. Smith in his development of a test to identify the talented high school student in theatre.

WE ARE PLEASED with a pilot program instituted this year: a speech-communications course designed to meet the needs of the socially maladjusted student who cannot read.....an attempt to show a correlation between poor interpersonal relationships and poor reading comprehension. The course utilizes the services of a speech-communications teacher and a reading specialist. Its results have been encouraging.

On the other hand, WE ARE ASKING SOME QUESTIONS about the validity of the speech-communications approach at the ninth grade level in Freshman Speech Arts. Young people at this stage of growth many times seem to find it embarrassing to look too deeply into interpersonal and intrapersonal relationships. We are considering a revision of curricular approach.

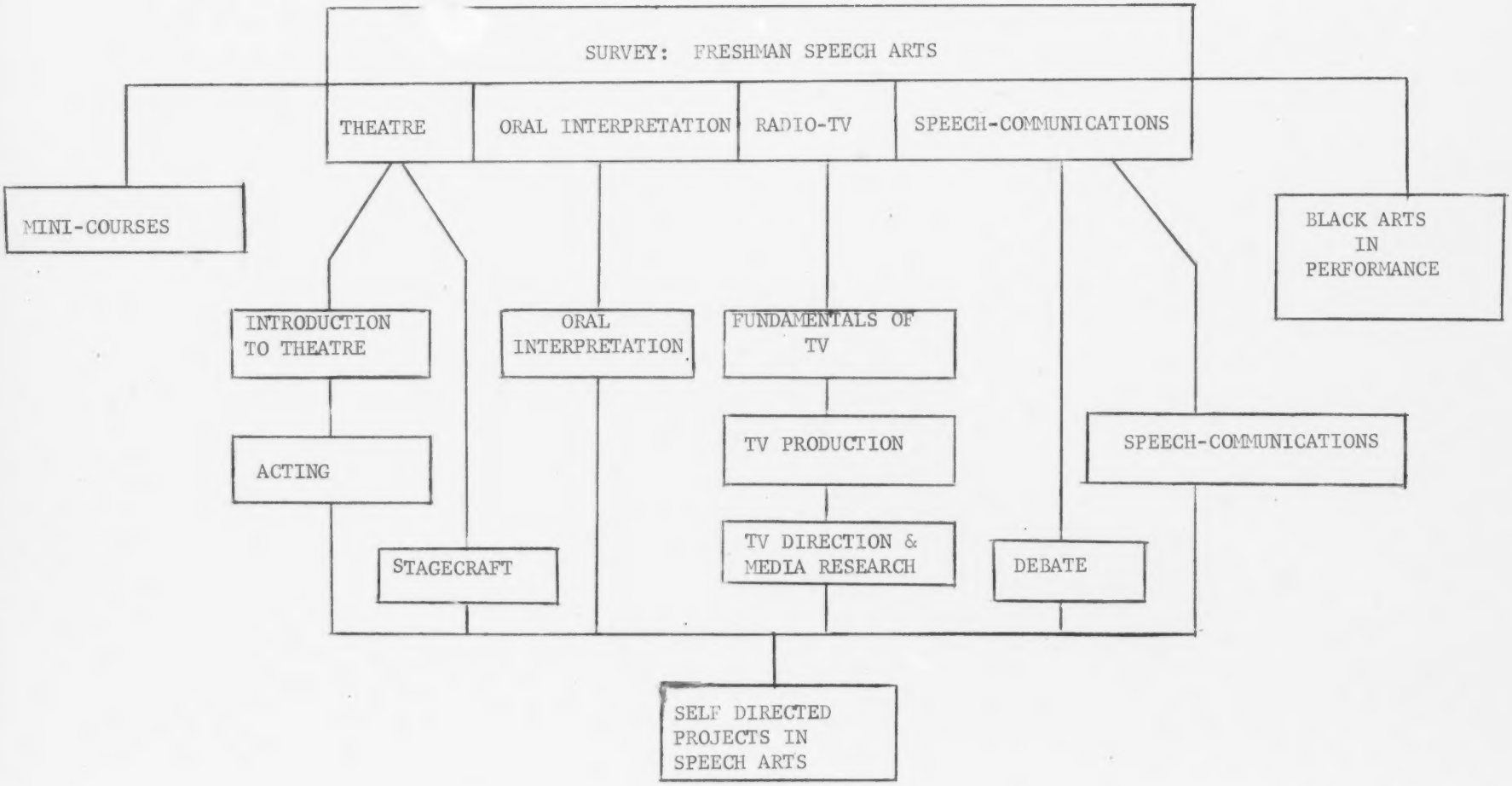
WE ARE ASKING QUESTIONS about the apparent "spread" of the speech arts disciplines and its contemporary curricular innovations into all other disciplines of learning. Everybody's doing it! Oral interpretation and improvisation in English; TV media in social studies; and even, would you believe it, group dynamics in health education! Do we demand "separatism," or do we offer specialists to help? Apparently the speech arts are just like education! Everybody's an expert.

Finally, WE ARE ASKING QUESTIONS about the recent national emphasis on career education...about vocational experiences programs where the student works for credit and for pay! Now how does one beat that motivational device? We are asking about the possibility of career education in the speech arts - about action-learning programs in subject matter areas where "learning by doing" was born. Why not course credit for the students who produce a play to be performed in homes for the aged, or who act as apprentices in professional or community theatres or in television studios? Why not course credit for the students who prepare story-telling programs for children's homes and hospitals? Why not, in other words, course credit for making a creative contribution to the culture of the community?

These last two are among many important questions we must all ask ourselves - Not tomorrow, like Scarlett O'Hara, but now if we are to continue to prosper and to exist. I am reminded of a student in my Introduction to Theatre

class. Short, overweight, "educationally handicapped," Sandy had once attempted suicide. Her attitude toward the class and toward the world were sour, to say the least. However, after some rather rough confrontations (You're a mean, mean man, Mr. Waack"), we came to a meeting of minds. She decided she liked me. One day of this past week was to be her debut performance of a long emotional speech. The preparations had been torture. We worked together during her unscheduled time, and she was determined to succeed. I met her in the hall Thursday morning, and waved. "Hi, Sandy," I said. "Are you ready for tomorrow?" At which point, she approached me, squeezed my arm, and laughed, "Tomorrow? It's <u>today</u>, Honey, today."

So as speech arts departments, we must be ready to meet the challenges of curriculum specialists, of state department of public instruction, and of the communities in which we live. We <u>must be ready to justify our existence</u> should the time for that justification arise. And be <u>ready</u> not tomorrow..... but "today, honies, today!"


SURVEY: FRESHMAN SPEECH ARTS
THEATRE
ORAL INTERPRETATION
RADIO-TV
SPEECH-COMMUNICATIONS
MINI-COURSES
BLACK ARTS IN PERFORMANCE
INTRODUCTION TO THEATRE
ORAL INTERPRETATION
FUNDAMENTALS OF TV
ACTING
TV PRODUCTION
SPEECH-COMMUNICATIONS
STAGECRAFT
TV DIRECTION & MEDIA RESEARCH
DEBATE
SELF DIRECTED PROJECTS IN SPEECH ARTS

DEPARTMENT OF SPEECH ARTS

Department Office: A-345 Mr. Waack, Supervisor

The Speech Arts Department offers a variety of learning experiences designed to meet the needs of students whose interests and capabilities lie within this subject area. A sequence of courses is offered in oral interpretation, radio-television, speech-communications, debute, and theatre. In each sequence the emphasis is placed upon the student's discovery of the particular speech art as both creator and consumer.

Provision for self-directed study is provided for individuals who demonstrate particular talent in their chosen field of study. Students are not limited to courses within one particular area, however. They may, if they wish, elect courses in all of the different areas, provided they have fulfilled the necessary prerequisite sites.

Numerous opportunities for performance are made available to students through classroom projects and through such co-curricular activities as readers theatre and chamber theatre productions, debate and forensics, all-school plays, and workshop theatre productions.

The Department also offers minicourses for interested students wishing to enroll. These are non-credit courses, varying in length from two to six weeks, and taught by Speech Arts faculty members or by guest artists. Their purpose is to provide additional opportunities for student participation in the speech arts outside the regular classroom. Information concerning minicourse offerings and procedures for enrollment are made available in the Speech Arts Office at the time that the various courses are organized.

COURSES OFFERED

Grade	Course Title	Credit
9	Freshman Speech Arts	2
10, 11, 12	Speech-Communications	1 or 2
10, 11, 12	Debate	1 or 2
10, 11, 12	Fundamentals of Television	1
10, 11, 12	Television Production	1
11, 12	Television Direction and Media Research	1
10, 11, 12	Oral Interpretation	2
10, 11, 12	Stagecraft	1 or 2
10, 11, 12	Introduction to Theatre	2
11, 12	Acting	2
10, 11, 12	Black Arts in Performance	1
11, 12	Speech Arts Self-Directed Projects	Variable

FRESHMAN SPEECH ARTS (FR SP ARTS) (744) 2 Credits

Grade: 9
No prerequisite

Freshman Speech Arts, one of the exploratory arts electives, is designed to meet the needs of students who wish to acquaint themselves with the various speech arts or to continue to develop acquired interests and capabilities. The course is divided into four sections of seven weeks each: oral interpretation, radio-television, speech-communications, and theatre. Each section is taught by specialists in that art.

The last two weeks of each quarter are devoted to minicourses, short in-depth studies of some specific phase of the various speech arts. Students may elect from a great variety of minicourse offerings, among them: television lighting, theatre dance, sportscasting, stage make-up, stage dialects, debate fundamentals, and ventriloquism.

This course also serves to introduce students to all advanced courses offered by the department and is suggested as a part of the sequence of curricular offerings available to students especially interested in the speech arts.

SPEECH-COMMUNICATIONS (SPCH COM) (746) 1 or 2 Credits

Grades: 10, 11, 12
(For semester options, see course description)
Prerequisite: See course description.

This course focuses on improving the student's effectiveness in communicating himself and his ideas to others in all types of speaking situations. It is divided into two phases, each phase lasting one semester.

Phase One is devoted to helping the student, through group learning experiences, to develop an understanding of the basic tools of communication, to determine his effectiveness as a communicator of ideas, and to identify and eliminate the major barriers to communicating ideas to others.

Phase Two extends the student's experiences in interpersonal communication through group discussion, public speaking, and persuasion. Particular attention will be paid to the roles of speaker and audience and to the preparation of the speech message.

Although it is strongly recommended that the student elect Speech-Communications for a full year, the course may be terminated at the end of the first semester for one credit. Use code 746.

Phase One will be offered during the second semester for those students wishing to begin the course sequence at that time. Use code 747.

Phase Two will be offered during the first semester for those students who have already successfully completed Phase One of the sequence. Use code 748.

DEBATE (749) 1 or 2 Credits

Grades: 10, 11, 12 One or two semesters
Prerequisite: See course description.

Students who enroll in this course should have previous debate experience as freshman debaters, or have demonstrated proficiency in the speech-communications section of Freshman Speech Arts. This is a course giving actual practice in argumentation, refutation, and the collection and evaluation of evidence, including research on the current high school debate topic. Students who are planning careers in law or politics should strongly consider electing this course.

First semester activities specifically focus on practical application of debate skills in preparation for participation i co-curricular debate. Second semester activities focus on argumenation, extemporaneous speaking, and congressional speaking.

A student may enroll in this course either semester for one credit or both semesters for two credits. A student wishing to add the second semester may do so in January, providing space is available and his schedule permits.

FUNDAMENTALS OF TELEVISION (TV FUND) (1st 750R) 1 Credit

Grades: 10, 11, 12 One semester (2nd 751R)
Prerequisite: Department recommendation

This course stresses practical laboratory training in the operation of television cameras, audio mixer, audio recorder, video switcher, and graphic preparation, as well as floor managing, script writing, and camera presentation. Exercises in the coordination of all production elements for video recording in the Television Center studios are also included.

TELEVISION PRODUCTION (TV PROD) (1st 752) 1 Credit

Grades: 10, 11, 12 One semester (2nd 753)
Prerequisite: Semester grade average of C or better in Fundamentals of Television

Utilizing the proficiency developed in Fundamentals of Television, this course includes the study of and laboratory experiences in the creation, planning, and directing of television programs.

TELEVISION DIRECTION AND MEDIA RESEARCH (TV DRCTN)
(1st 754) (2nd 755) 1 Credit

Grades: 11, 12 One semester
Prerequisite: Semester grade average of B or better in Television Production

This is a self-directed study course grounded on the principles developed in the first two semesters of television fundamentals and production. Emphasis is on areas of television direction and original research.

ORAL INTERPRETATION (ORAL INTRP) (756) 2 Credits

Grades: 10, 11, 12
No prerequisite

This course provides experiences in the analysis and performance of literature in which students explore the relationship between written literature and literature as it is performed before an audience. The students will read, analyze, and perform various types of literature such as poetry, prose, and drama, and will participate in group productions such as readers theatre and chamber theatre. In addition, they will participate in classroom activities which are designed to develop the vocal and physical skills necessary to experience as well as to analyze the literature.

STAGECRAFT (757) 1 or 2 Credits
Grades: 10, 11, 12
No prerequisite

Stagecraft is centered on the development of appreciation and skills in the various areas of technical theatre. It is a classroom and laboratory course in which students apply acquired skills to the actual designing, construction, and painting of scenery, as well as the set lighting, for school productions. Students are also assigned individual scene design projects, an activity which involves the creation of working drawings and set models for selected plays.

Students enrolling in this course will work on at least one after-school crew for a major production and will have opportunities to assume responsible positions in the technical operation and management of the auditorium and workshop theatres.

This course may not be dropped for credit at the end of the first semester. A student wishing to enroll in the second semester may do so in January, providing space is available and his schedule permits.

INTRODUCTION TO THEATRE (INTRO THEA) (758) 2 Credits
Grades: 10, 11, 12
No prerequisite

This is a performance-oriented course in the study and practice of the theatre. Its major thrust is on acting and improvisation as a means of discovering a self-concept of theatre as a performing art. Students will utilize improvisational techniques to develop the instruments of voice and body, to sharpen sensory awareness, and to create experiences in theatre. They will become acquainted with various types of dramatic literature through the examination of the script as a framework for theatre, through attendance at school and professional productions, and through group and individual performances.

ACTING (759R) 2 Credits
Grades: 11, 12
Prerequisite: Semester grade average of B or better in Introduction to Theatre and teacher recommendation.

Acting is designed for the theatre student who has previously demonstrated a high degree of performance ability. Attnetion is given to individual need related to the development of the body and voice, with stress placed on improvisational experience and script-oriented performance.

BLACK ARTS IN PERFORMANCE (BLK ARTS) 1 Credit
Grades: 10, 11, 12 (1st 760) One semester
No prerequisite (2nd 761)

Learning experiences in this course will focus on the performance of black literature. Poetry, prose, and drama created by black authors will be performed with emphasis placed upon the development of theatre style and technique through the medium of black literature.

SPEECH ARTS SELF-DIRECTED PROJECTS (SP ART SDP) 9762R)

Grades: 11, 12 Variable credit and duration

Prerequisite: Enrollment in or completion of the advanced Speech Arts courses in selected areas of study. Recommendation of the instructors in the selected areas of study and submission of an acceptable plan for self-directed study.

This course is designed for the mature student in Speech Arts who has demonstrated exceptional ability and interest in the curricular and co-curricular work he has done in one of the areas of speech arts: Theatre, speech-communications, debate, radio-television, or oral interpretation.

With the assistance of a faculty advisor in his area, the student establishes his own program of study, learning goals, and a method for achieving them. The course is focused on individual basis with their instructor and should be prepared to devote the equivalent of at least 12 mods of work each week to this cours.